



Hiram H Belding Elementary School / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic
01/27/2018	Parents, teachers, administrators	Strategic planning retreat - finish SEF and establish priority areas
01/24/2018	ILT meeting	SEF work
01/22/2018	SEL team meeting	SEF work
01/10/2018	ILT meeting	SEF work
01/10/2018	LSC members and parent visitors	LSC meeting- describe timeline for CIWP
02/13/2018	Administrator team meeting	Strategy planning
02/14/2018	LSC meeting	Update on status of CIWP, invite input, establish Tech sub committee
04/03/2018	ILT meeting	Final revisions of CIWP
04/06/2018	Principal	Principal "critical friends" review of CIWP
03/01/2018	Principal and AP	Throughout March, Principal and AP worked on CIWP

03/05/2018

ILT and Administrators

Network One CIWP work time

03/12/2018

SEL meeting

Revise CIWP

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

Leadership & Collective Responsibility is characterized by an unwavering commitment to fulfilling a shared vision of success. There is a clear focus and high expectations for staff and students, motivating the entire school community to continue striving for success for every student.

1 2 **3** 4

5 Essentials survey results - high ratings for effective leadership and collaborative teachers.
 Proficient and higher ratings in Domain 4d and 4e of REACH
 State of School address
 Many stakeholders engaged in CIWP planning.
 Data driven instruction is done 3x annual with action plans for specific teaching actions.
 Work to do in this area:
 -- setting up protocols that reveal root causes, engaging More populations of parents
 Project On Target is helpful.

Guide for Leadership & Collective Responsibility

- **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**
 - Consider the demographics of the school community in developing a shared vision.
 - Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.
 - Consistently use informal and formal opportunities to champion and articulate the vision.
 - Act in ways that consistently reflect the school's core values, beliefs, and priorities in order to establish trust.
 - Ensure the school's identity, vision, and mission drive school decisions.
 - Use the Multi-Tiered System of Support framework as a standard for how to distribute leadership and make significant decisions both academically and social-emotionally.
- **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
- **Empower others to make or influence significant decisions.**
 - Build shared leadership structures and opportunities for job-embedded leadership training and development.
 - Capitalize on the leadership skills of others.
 - Constantly listen and synthesize what is heard, and learn from all sources.
- **Employ the skills to effectively manage change.**
 - Master skills associated with large-scale strategic planning processes and implementation of such plans.
 - Steer through the challenges associated with making improvements, both large and small.
- **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
- **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**
 - Model ambitious goals for teaching and learning for all students, including priority groups.
 - Draw from the best available evidence to inform instructional improvement decisions.
- **Enable staff to focus and prioritize what matters most.**
 - Buffer staff from external distractions to the school's priorities and goals.
 - Limit school improvement goals to a few high leverage activities.
 - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction A5. School Vision and Mission Drive Decision-Making D4. Demonstrates Change Management

Instructional Leadership Team:

Score

The ILT is characterized by having a consistent structure for teacher leadership that is focused on creating and implementing the theories of action that improve teaching and learning. ILT meetings are a productive forum to identify challenges, collect and review evidence, exchange ideas, and propose and implement solutions to challenges to school improvement.

1 2 **3** 4

5 Essentials survey results - high ratings for effective leadership and collaborative teachers.
 ILT self evaluations have risen dramatically over last 2 years (previous CIWP goal and actions).
 Work to do: Need clearer and more consistent data protocols; ILT may need to meet weekly if we add more data protocols or take some from the GLTs.

Guide for Instructional Leadership Team

- **Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement.**
 - Gain productive insight and take substantial new action or adjust strategy that clearly addresses root causes.
 - Relentlessly ask, "Is it working?" about every program, initiative, and strategy in the school.
 - Vet Initiatives and strategies on the basis of their direct or proven impact on outcomes.
 - Monitor if previous actions were implemented (fidelity) and working as intended. Ask, "If not, why not?"
- **Share leadership for improving teaching and learning with representative school members.**
 - Organize the team around a common understanding of team's purpose and instructional priorities.
 - Represent all relevant specialty content areas, programs, related services, and grade bands/department teams and is an appropriate size.
 - Represent a balance of work styles (e.g. task-oriented, provides push-back, synthesizes, etc.)
- **Use protocols and ask probing questions.**
 - Ask questions focused on factors within sphere of control and avoid a focus on student factors.
 - Use appropriate protocols and level of analysis (grade, school-wide, individuals) for meeting purpose.
 - Systematically consider root cause(s) based on thorough review of evidence.
- **Use timely and relevant data/evidence sources.**
 - Gather and use current and relevant local student, school, teacher performance (e.g. attendance data, assessment results), and operational data formatively to review and revise school and classroom practices as needed.
 - Disaggregate data for priority student groups (e.g. English learners, diverse learners).
- **Schedule and structure frequent meetings.**
 - Meet regularly (2-4 times per month).
 - Use an agenda with a clear focus.
- **Collaborate effectively, value transparency, and inform and engage stakeholders.**
 - All team members have equity of voice and are actively engaged in asking questions.
 - Celebrate small wins and improvements.
 - Regularly inform and engage stakeholders of key data and work of the ILT.
- **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus
Measures	<ul style="list-style-type: none"> ✓ Five Essentials: Instructional Leadership
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
MTSS Framework	Shared Leadership, Evaluation of MTSS
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Instructional Leadership Team Planning Tools ✓ PLC and Mentoring Coaching Resources

Professional Learning:

Score

Professional Learning includes sufficient time, support, and 'safe practice' space to internalize new knowledge to change practice and beliefs. Adults persevere in collaboration with their colleagues to innovate and improve implementation of new practices.

1 2 **3** 4

5 Essentials survey results - high ratings for effective leadership and collaborative teachers.
 Teacher ratings on surveys and "exit tickets" asking for feedback on quality of PD offered at Belding.
 PD plans align with CIWP goals.
 PD agendas, PD feedback surveys.
 Teacher practice is trending with proficient or higher ratings at Belding in REACH. Customized PD and personal learning plan for poor performing outlier teacher.

Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
 - Use data to identify performance and practice gaps to inform PL plan.
 - Use research about best practices to identify potential learning and subject matter experts to support.
 - Solicit feedback from staff to inform selection of PL opportunities.
 - Provide PL relevant to the cultural and linguistic needs of students.
 - Provide both whole staff and differentiated PL to individual teacher levels.
- **Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)**
 - Recommend and/or provide PL opportunities directly related to individuals' specific areas of need and professional growth goals.
 - Encourage staff to broaden networks to bring new knowledge and resources to learning environment.
 - Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill.
- **Structure time for teachers to collaborate and learn together.**
 - Create schedules and systems to conduct peer observations, and coaching. Reflect on its impact.
 - Teachers provide and accept collegial support and feedback to/from colleagues.
 - Teachers participate in and facilitate professional inquiry in teams to advance student learning.
- **Make 'safe practice' an integral part of professional learning.**
 - Allow teachers ample time to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience.
 - Provide support that addresses the specific challenges of changing classroom practice. Provide coaching/mentoring support to validate continuing to work through struggles.
- **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**
 - Conduct frequent non-REACH observations to provide coaching and actionable feedback.
- **Provide induction and support for new teachers.**
 - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
 - Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> 82. Observes and Evaluates Staff and Gives Feedback to Staff 86. Professional Development Provided for Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Teaching the Teachers ✓ Making Better Use of Research ✓ Upcoming Professional Learning Opportunities ✓ Framework for Teaching PD Modules

Aligned Resources:

Resources (e.g. time, budget, staff, and community resources) are aligned to school priorities. Improving achievement guides resource allocation. Making the most of student time and staffing is a priority. The school organizes resources school-wide through schedules and staffing plans that target additional time and individual attention to those students who need it most and to highest priority subject areas.

Score

1 2 3 4

Evidence: School schedule, staffing chart, RTI schedule.
 Teacher retention rate is extremely high.
 Collaborative process for new hires.
 List of community partners for Belding.
 Budget aligns with CIWP.
 Areas for improvement: Could seek more grant funding. Need to conduct an evaluation of technology resources and programs.

Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**
 - Use CPS Instructional Time Guidelines to maximize instructional time.
 - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**
 - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
 - Leverage strategic source vendors to maximize dollars.
 - Seek and obtain grants to support articulated needs.
 - Use grant funds strategically to support areas of highest need.
 - Maximize the use of supplemental funding to close any priority group achievement gaps.
- **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**
- **Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.**
- **Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.**
 - Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).
 - Use an interview process including a protocol for questioning and select highly qualified candidates.
 - Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.
 - Check teachers' previous performance at CPS schools.
- **Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.**
 - Ensure all students have fair access to high-quality teachers in the school.
- **Effectively utilize Related Service Providers at the classroom level.**
- **Use data including teacher evaluations and exit interviews to inform a retention strategy.**
 - Create a positive climate and working conditions for teaching that attracts and retains educator talent.
 - Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
 - Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
 - Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
 - Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
	<ul style="list-style-type: none"> ✓ Schedules ✓ Teacher retention rates ✓ Staff exit interviews/surveys (data on reasons for leaving school or district)
Suggested Evidence	<ul style="list-style-type: none"> ✓ Candidate interview protocol documents ✓ List of community-based organizations that partner with the school and description of services ✓ Evidence of effectiveness of the services that community-based organizations provide ✓ Budget analysis and CIWP
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	Effective Leaders, Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Aligning Resources with Priorities: Focusing on What Matters Most ✓ Instructional Supports ✓ Strategic Source Vendor List ✓ CPS Instructional Time Guidelines: Elementary School Overview ✓ CPS Instructional Time Guidelines: High School Overview ✓ CPS Instructional Block Guidance: K-2 Literacy ✓ CPS Instructional Block Toolkits: Math

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

Score

The curriculum – what students should know and be able to do - makes standards come alive for students. All students have access to an academically rigorous curriculum that inspires students to think and contribute high quality work to authentic audiences beyond the classroom. The curriculum fully integrates academic and social emotional learning opportunities for all students, including diverse learners, English learners, and advanced learners. The school regularly examines the curriculum to check alignment to standards and opportunities for all students to meet those standards.

1 2 **3** 4

Unitplanner curriculum map, especially alignment features.
 Sequencing and pacing guides.
 Project on Target grades K-3.
 Lexile charts grades 4-8.
 SQRP rating Level 1+ - extremely high attainment and growth.
 Areas for improvement: Sustained work on curriculum mapping: alignment, rigor, more rigorous and aligned assessments.

Guide for Curriculum

- - **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
 - Focus so units can be adequately addressed in the time available.
 - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the ‘big ideas’ that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
 - Identify the essential understandings – what students should learn in greater depth. In other words, know ‘covering everything but learning nothing’ does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
 - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential ‘learning tools’ across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
 - Diverse learners to demonstrate core knowledge and skills.
 - English Learners to develop academic language to demonstrate mastery.
 - Use English and native language development standards in addition to content standards to differentiate instruction and assessments for English learners, to ensure meaningful access to content, regardless of English language proficiency.
 - Understand research and implement programs to develop native language literacy for English learners.
 - Advanced learners to extend core knowledge and skills.
- **Integrate academic and social emotional learning.**
- **Connection to real world, authentic application of learning. For example,**
 - Provide opportunities for meaningful project-based learning.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums), colleges, universities, and community based organizations.
- - Curriculum is culturally relevant/sustaining and provides opportunities to explore and celebrate students’ communities, culture, history, and language.
 - Curriculum is tailored to the strengths, needs, and interests of each student.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	<ul style="list-style-type: none"> ✓ SGRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Collaborative Teachers
MTSS Framework	<ul style="list-style-type: none"> Curriculum & Instruction 3a. Communicating with Students 3c. Engaging Students in Learning
CPS Framework for Teaching	<ul style="list-style-type: none"> 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ CPS Content Frameworks: Math, Science, Social Science, and Literacy ✓ CPS Literacy Scope and Sequence ✓ CPS Math Scope and Sequence Guidance ✓ Digital Citizenship Curriculum ✓ K-12 Financial Literacy Guide ✓ Personal Finance 3.0 Course ✓ Physical Education Scope & Sequence ✓ Health Education Scope & Sequence ✓ Interdisciplinary African & African American Studies Curriculum ✓ Interdisciplinary Latino and Latin American Studies Curriculum

Instructional Materials:

Score

Materials to present learning content and what the learner uses to demonstrate are characterized by variability and flexibility. Materials are identified and adapted to increase access to learning for all students. Materials include multimedia and embedded, just-in-time supports; varied tools and supports; alternative pathways, and varied levels of support and challenge. (adapted from UDL Guidelines 2.0)

1 2 **3** 4

Extremely large school and classroom libraries, ample instructional materials for all core classes and ancillary classes. Varied texts used in all K-8 reading language arts classes.
 AREAS FOR IMPROVEMENT: Need more ESL materials especially for new arrivals.
 Sustained work on performance tasks. As we "go IB" we'll need to revise and select new instructional materials.
 New areas for focus: Technology/ STEM/ DESIGN

Guide for Instructional Materials

Instructional materials (including technology) are.....

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
 - Are selected and adapted based on learning objectives and learner needs.
 - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**
 - Student outcomes and developmental appropriateness determine when and who will use the materials.
 - Materials are updated/upgraded in response to new information and understandings.
- **Equitably available and accessible to all teachers and students.**
 - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
 - Materials are in English and native language for English learners.
 - Reference and resource materials are readily available and circulated throughout the school.
- **Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.**
 - Students interact with instructional materials to engage all modalities in the learning process.
 - Technology is integral to students learning experiences.
 - Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills.
- **Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge.**
 - The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their learning capacities.
 - The teacher models effective use of various materials.
 - Students understand that materials are a means to acquire language, knowledge, and competencies.
 - Technology enhances students' higher order, creative thinking and problem solving.
 - Materials connect subject area content to real life applications.
- **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
 - Students make choices about instructional materials as part of learning.
 - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
 - Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Supportive Environment
MTSS Framework	<ul style="list-style-type: none"> Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School	<ul style="list-style-type: none"> A3. Allocates Resources to Support Student Learning, Prioritizing Time
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Universal Design for Learning Guidelines 2.0 ✓ UDL PD Modules ✓ CPS Integrated Library System (S.O.A.R.)

Rigorous Student Tasks:

The school regularly examines student work - what students are being asked to do on in their classrooms - across grades or courses in all content areas. Examining the texts and tasks students experience provides the necessary insight to gauge rigor and illuminate how the standards are actualized prompting the question whether or not approaches support the true spirit of college and career readiness. (adapted from The Education Trust – Equity in Motion Series)

Score

1 2 **3** 4

Unitplanner, especially state 2 and 3 (assessments and learning tasks)
 SQRP rating: attainment and growth.
 Room for improvement: authentic work for real audiences. Integrate more inquiry and socratic seminar into curriculum, IB alignment.

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
 - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
 - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
 - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
 - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
 - Tasks are Integrative to draw on multiple standards.
 - Teach for Robust Understanding in Mathematics (TRU Math). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
 - **Complexity:** Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
 - **Evidence:** Cite evidence from text and write to sources, not decontextualized prompts.
 - **Knowledge (non-fiction):** Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
 - **Focus:** Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
 - **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
 - **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
 - Analyze models with students to build a vision of quality.
 - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
 - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	<ul style="list-style-type: none"> ✓ SGRP Attainment and Growth
Five Essentials	Ambitious instruction
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 1.d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Teaching for Robust Understanding in Mathematics (TRU Math) ✓ Math Practices: What to Look for Observation Tool ✓ Checking In: Do Classroom Anticipations Reflect Today's Higher Standards? ✓ Student Work Protocol (SQIP) ✓ Slice Protocol – Looking at Student Work

Transitions, College & Career Access & Persistence:

Score

1 2 **3** 4

The school creates pathways to success built on a vision in which all students leave secondary school with a clear plan for their initial postsecondary destination, whether in apprenticeship training, work, or college. All students have equal access to college preparatory curriculum to be successful. The school is characterized by structures for developing early postsecondary awareness and the knowledge and skills that lay the foundation for the academic rigor and social development necessary for college and career success. Students are equipped with the confidence in their ability to implement and adapt their plan throughout their lives as they and the world around them change. This vision sees students as the architects of their own lives. (adapted from Creating Pathways to Success, Ontario)

Many orientations/ tours in place for parents and students. College, career, futures week
 On track rates grades 3-8.
 Areas for improvement: Need more programming for college awareness

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
 - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
 - Monitor the progress of English learners after transition from services.
 - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, CTE recruitment fairs, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
 - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
 - Use student data and best practices research to develop focused programs.
 - Expand access beyond students who are struggling academically.
 - Provide school counseling and postsecondary advising transition support and follow-up during “Summer Melt” and the first year of college.
- **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
 - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals. Expose students to CTE Pathways around career options
 - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
 - Start the conversation about college in primary grades.
 - Make parents aware of academic opportunities and supports for their child.
- **READINESS – Ensure equitable access to college preparatory curriculum.**
 - Provide access to 8th Grade Algebra to all eligible 8th grade students.
 - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
 - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B’s or better and improving attendance.
 - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
 - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
 - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
 - Provide opportunities for Dual Credit/Dual Enrollment
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
 - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates
 - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.

- Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
- Applying to multiple colleges—generally three or more.
- Navigating financial aid and capitalizing on grant and scholarship opportunities.
- Equipping students and families with persistence strategies. (College Persistence Toolkit)
- Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	<ul style="list-style-type: none"> ✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
<ul style="list-style-type: none"> ✓ Everything College ✓ CPS Advisory Framework ✓ Presenting college plans from meeting entry ✓ To & Through Project ✓ Redefining College & Career Readiness ✓ College Scorecard 	<ul style="list-style-type: none"> ✓ CPS College Persistence Toolkit ✓ Meaningful Linkages Between Summer Programs, Schools, and Community ✓ From HS to the Future (CCSR, 2006)
CPS SCHOOL EXCELLENCE FRAMEWORK 17	

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

Score

The teachers have finely honed instructional skills. They can shift from one approach to another as the situation demands by carefully monitoring the effect of their teaching on student learning. They seamlessly incorporate ideas and concepts from other parts of the curriculum into their explanations and activities. Their questions probe student thinking and serve to extend understanding. They promote the emergence of self-directed learners.

1 2 **3** 4

Belding REACH ratings - almost entirely proficient in all domains with a few outliers.
 5 Essentials ratings on Ambitious Instruction, Effective leaders, Supportive Environment.
 Areas for improvement: better ESL instruction, deeper discussion in classrooms.

Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
 - Guide students to articulate the relevance of the objective(s) to learning.
 - Anticipate possible student misunderstanding.
 - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
 - Enable students to contribute to extending the content by explaining concepts to their classmates.
 - Build on students' language development and understanding of content.
 - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
 - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
 - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
 - Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
 - Require students to cite textual evidence to support/develop a claim.
- **Engage students in learning.**
 - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
 - Provide targeted supports to individual students or groups of students based on their identified needs.
 - Provide instruction designed to develop language domains for English learners.
- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
 - Monitor progress and check for understanding for individual students.
 - Change instructional practice based on analysis of current data.
 - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s).
 - Also see *Balanced Assessment*.

- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **Foster student ownership.** Create opportunities for students to have voice and choice in instructional tasks.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ CPS Framework for Teaching with Critical Attributes ✓ CPS Framework for Teaching Professional Learning Modules ✓ CPS Framework for Teaching Professional Learning Opportunities ✓ Special Education Addendum ✓ English Language Learner Addendum

Balanced Assessment & Grading:

A balanced assessment system effectively measures the depth and breadth of student learning and monitors student progress towards college and career readiness. It also produces actionable data to inform planning for instruction, academic supports, and resource allocation. To meet these goals, a balanced assessment system must include multiple measures and be responsive to the needs of all students, including diverse learners and English learners.

Score

1 2 **3** 4

Evidence: SQRP attainment and growth. 5 Essentials rating. REACH framework results in 13, 3d.
 Areas for work: Modified rubrics for ESL. Curriculum mappings - update to add ESL and to integration social emotional learning.
 Continue working on Grading and alignment

Guide for Balanced Assessment & Grading

- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction. (also see MTSS and Instruction)**
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications.**
 - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**
 - Work together on building common assessments within a department, course, or grade level team.
 - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit.
 - Use common protocols and calibrate on scoring and grading in teacher teams.
 - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
 - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
 - Measure, report, and document student progress and proficiency:
 - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
 - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
 - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards,

- across students, teachers, assessments, learning experiences, content areas, and time.
- Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments
	✓ Units and lesson plans with formative and summative assessments embedded in a long term plan
	✓ Evidence of assessment data analysis for the purpose of planning
	✓ Assessment calendar
	✓ Examples of gradebooks
	✓ School's grading policy
Measures	✓ SQRP Attainment and Growth
	Five Essentials
MTSS Framework	Ambitious Instruction
CPS Framework for Teaching	Curriculum & Instruction
	1c. Selecting Learning Objectives
	1e. Designing Student Assessment
	3d. Using Assessment in Instruction
CPS Performance Standards for School Leaders	4a. Reflecting on Teaching & Learning
	4b. Maintaining Accurate Records
Now What? Materials to Support Improvement Planning	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices
	✓ CPS Balanced Assessment Framework & Assessment Models
	✓ Assessment Design Toolkit
	✓ Teacher Made Assessment Basics
	✓ Grading principals and guidelines
	✓ Great Schools Partnership –Grading + Reporting

Multi-Tiered System of Supports:

The school is characterized by full implementation a system of academic and social emotional (SEL) supports for all students. Every day, in all classrooms, all teachers provide: Universal instruction in the core curriculum - academic & SEL (Tier 1) to all students; additional targeted academic and SEL supports (Tier 2) where needed; and deep and intense supports (Tier 3) based on individual and small group needs. The school also monitors On Track data (grades/GPA and attendance (ES), and course credits (HS)) to provide interventions/supports for students at risk for failure and/or truancy.

Score

1 2 3 4

SQRP Attainment and Growth,
5 Essentials ratings for Ambitious Instruction, Collaborative Teachers, Supportive Environment.
Focus on ELL students
Areas for work: Revised roles and protocols for MTSS committee, Problem Solving Process for Tier 2 and 3 students.

Guide for Multi-Tiered System of Supports

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
 - Empower student to advance their learning.
 - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
 - Classrooms are student-centered with student agency.
 - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
 - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
 - Monitor students requiring and receiving targeted and intensive instruction/interventions.
 - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
 - Determine appropriate interventions for students or groups of students not making adequate progress.
 - Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
 - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use) ✓ Evidence of Personal Learning Plan (PLP) implementation ✓ Integrated data system that informs instructional choices ✓ Flexible learning environments ✓ Use of student learning plans ✓ Use of competency-based assessments ✓ Use of personalized learning rubric ✓ Evidence of On Track monitoring and supports
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Attendance Rates ✓ Course success rates (e.g. grade distributions, pass/failure rates)
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 1a. Demonstrating knowledge of content and pedagogy 1b. Demonstrating Knowledge of Students 1d. Designing Coherent Instruction 2d. Managing Student Behavior 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B3. MTSS Implemented Effectively in School

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

Score

A culture for learning is characterized by a school atmosphere that reflects the educational importance of the work undertaken by both students and staff. It describes the norms that govern the interactions among individuals about the mindsets (e.g. ability/confidence to grow with effort), academic behaviors (e.g. attending classes, completing assignments), the learning strategies and skills, the value of perseverance despite challenges and obstacles, and the general tone of the school. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and that it is essential to "get it right." There are high expectations for all students. The classroom is a place where teachers and students value learning and hard work, and students take visible delight in accomplishing their work. Staff believe they can make a difference, that their hard work is the fundamental cause of student achievement, and are invested in student outcomes.

1 2 **3** 4

5 Essentials Ratings for Collaborative teachers and Supportive Environment, Ambitious Instruction.
 SQRP rating for Attainment and Growth.
 Very strong at Belding in culture of hard work and learning, conveying high expectations.
 Room for work: provide students more frequent feedback on their work including clarifying goals and criteria and developing students abilities to self-regulate their own learning.

Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
 - Use strategies to reinforce and cultivate student curiosity.
 - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
 - Consistently communicate the expectation that all students can achieve at high levels.
 - Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**
 - Clearly display school-wide expectations for academic and personal success throughout the building.
 - Set high expectations according to grade-appropriate learning objectives.
 - Differentiate expectations so all students stretch to not only meet but exceed personal learning goals.
 - Recognize high levels of student achievement. All students receive recognition.
 - Encourage student resilience and hard work.
 - Ensure students feel safe to share misunderstandings and struggles.
- **Encourage students to take ownership and pride in their work where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.**
 - Students self-assess (e.g. checking own work before giving to teacher) to develop a reflective habit of mind essential for improvement. This ensures students take responsibility for their own learning, focuses attention on criteria for success, and increases effort and persistence.
- **Provide students frequent, informative feedback.**
 - Tell/show students what they have done well (through positive reinforcement) and what they need to do to improve, including clarifying criteria and goals.

- Give feedback on the task, the processes used to complete the task, and on the student's ability to self-regulate their own learning.
- **Develop academic mindsets and behaviors.**
 - Teach a growth mindset that over time with effort and practice, students can learn and succeed.
 - Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
 - Employ strategies including ongoing monitoring and support of students' academic behaviors.
 - Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work: evidence from Rigorous Student Tasks
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
<u>MTSS Framework Curriculum & Instruction</u>	
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
Now What? Materials to Support Improvement Planning	
<ul style="list-style-type: none"> ✓ Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance ✓ Framework for Teaching Companion Guide p. 50 ✓ Social Emotional Learning Supports (cps.edu/set) ✓ ASCA Mindsets & Behaviors 	

Relational Trust:

Score

The school is characterized by high levels of relational trust between all school participants - the "glue" or the essential element that coordinates and supports the processes essential to effective school improvement. Interactions, both between the teacher and students and among students, are highly respectful, reflecting genuine warmth and caring. Students contribute to high levels of civility. Interactions are sensitive to students as individuals, appropriate to the ages and development of individual students, and to the context of the class. The net result of interactions is that of academic and personal connections among students and adults.

1 2 3 4

My School My Voice Survey results on Collaborative teachers and Supportive Environment.
 Strengths in trusting relationships.
 Areas for improvement: More opportunities for staff to collaborate with each other.

Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
 - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
 - Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
- **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**
 - Create opportunities for students to build positive relationships with peers.
 - Create opportunities for older students to mentor younger students.
- **Understand diversity and its impact on student learning; recognize and integrate the learning opportunities that come from a diverse community.**
 - Create opportunities for students to learn about the community they serve (e.g. culture and neighborhoods).
 - Have mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance.
 - Provide training to engage diverse families and communities.
- **Support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust)**
 - Respect other teachers who take the lead in school improvement efforts.
 - Respect colleagues who are experts at their craft.
 - Exchanges are marked by genuinely listening to what each person has to say and by taking these views into account in subsequent actions. Even when people disagree, individuals can still feel valued if others respect their opinions.
 - Personal regard springs from a collective willingness to extend beyond the formal requirements of a job definition or a union contract (e.g. openness or reaching out to others).
- **Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	✓ Five Essentials
Five Essentials	Collaborative Teachers Supportive Environment
MTSS Framework	Shared Leadership, Family & Community Engagement
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate
Now WHAT? Materials to Support Improvement Planning	
✓	Social Emotional Learning Supports (cps.edu/SEL)
✓	Trust in Schools: A Core Resource for School Reform (ASCD)
✓	Creating a School Community (ASCD)

Student Voice, Engagement, & Civic Life:

Score

Students are interested and engaged in learning, invested in their school, and contributing to their community. The school provides early and ongoing exposure to a wide range of extracurricular activities and rigorous courses and programming.

1 2 **3** 4

5 Essentials Survey - Supportive Environment
 Student Voice Survey Results (begun last year)
 Artifacts of student voice and engagement in teacher unit plans.
 Service learning projects - class level.
 SEL agendas and PD decks.
 Areas for improvement: Civic engagement.

Guide for Student Voice, Engagement, & Civic Life

Study politics

- Teachers teach about the structure and function of government as well as local, national, and international political structures and power dynamics.
- Teachers invite students to reflect on their own role in the political landscape, engage in analyses of power, and identify strategies they can use to utilize civic power as an individual and as a member of a community.
- **Become informed voters and participants in the electoral process**
 - Students learn about the history and structures of the local and national voting process and ballot issues and candidates.
 - The school supports non-partisan engagement in all parts of the electoral process, including voter education, voter mobilization and registration.
 - There are a variety of school/classroom activities or simulations that support student voter preparation and participation in the electoral process.
- **Engage in discussions about current and controversial issues.**
 - Students prepare for discussions, learn about issues that matter to them through deliberation, evaluate evidence from a range of sources, consider competing views, develop arguments, and deepen their viewpoints.
 - With teachers' support, students learn how to engage in and lead respectful and productive democratic discussions where everyone expresses their viewpoints, shares evidence, and listens to one another.
 - Teachers teach how to find different points of view online and instruct how to engage in respectful, informed, and productive online dialogue.
- **Explore their identities and beliefs**
 - Teachers design learning experiences that enable students to explore how their identities influence their lived experiences and their perspectives.
 - Students are encouraged to learn about and understand the perspectives of those who have different identities and beliefs.
 - School staff reflect on their own identities and consider how that impacts their role and support of teaching and learning with youth.
- **Exercise student voice**
 - Students can participate on multiple decision/policy making bodies and their perspectives are regularly included in decisions at their school.
 - Student Voice Committee represents the diversity of the school, addresses school-based issues, and regularly gathers input from their peers to inform and impact school policy and decisions.
 - Teachers respond to and integrate students' lived experiences, perspectives, and interests in class.
 - Authentically **interact with civics leaders**
 - Students learn about community, city, state, and national civic leaders and their roles in civil society.
 - School staff support engagement with civic leaders by inviting them into classrooms/the school and identifying face-to-face or online avenues for students to share their feedback and perspectives with civic leaders.
- **Engage with their community**
 - Students complete at least 2 service learning projects before graduation in which they gain exposure to civic organizations, leaders, and careers. Students gain tools to work cooperatively in partnership with peers, community members, and organizations to advance a specific cause
- **Take informed action** where they work together to propose and advocate for solutions.
 - Students research and analyze issues that matter to them, identify root causes, develop a theory of action, determine relevant audiences, outline specific goals, implement a response, and reflect before, during and after experiences.
 - Students use social and digital platforms to raise awareness about issues, produce and circulate multimedia content, and mobilize involvement.
- Experience a **Schoolwide civics cultur**
 - School leaders articulate a commitment to and vision for the importance of civic learning; students are civic leaders in the school.
 - Schools integrate civic learning across the curriculum, including projects that address relevant issues in their schools and communities.
 - School staff have professional development, collaboration time, and curriculum resources to infuse civic learning across disciplines.
 - Systems and structures exist where students are invited to participate in shaping school's policies, goals, instruction, and climate.

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> • MVMS Student Survey completion rates and results • Artifacts from student organizations and events (including SVCs) • Meeting minutes/agendas that include student participation • Policies regarding student engagement in decision making • Service learning reports and/or reflections of SL projects • Unit and curriculum maps, rubrics, assessment artifacts • Evidence of student work • Democracy School recognition
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Managing Student Behavior
CPS Performance Standards for School Leaders	D3. Utilize Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/NET Standards

Safety & Order:

The school is characterized by high levels of safety and order. Students feel physically and emotionally safe from harm, and adults work to actively maintain a safe, orderly school environment.

Score

1 2 3 4

5 Essentials Survey results Supportive Environment
REACH teacher proficiency levels in 2c.
School Climate Standards survey (completed by SEL team).

Guide for Safety & Order

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
 - Manage classroom routines and procedures to maximize instructional time.
 - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning).
 - Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- **Provide a framework for positive behavior throughout the school based on shared values and expectations.**
 - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
- **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**
 - All adults use active supervision (move, scan, and interact) in all settings.
- **Have a voice and take informed action.**
 - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
 - Students initiate and lead some school improvement initiatives.
 - Students participate in democratic decision-making at the school level.
 - Students identify and research issues of relevance and work together to propose/advocate for solutions.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
 - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ MVMS score – “Safety” ✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching? ✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching. ✓ School Climate Standards Rubric/Assessment
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Supportive Environment score ✓ My Voice, My School Survey “Safety” score
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Managing Classroom Procedures 2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	✓ Social Emotional Learning Supports (cps.edu/SEL)

Restorative Approaches to Discipline:

The school is characterized by having and implementing policies and procedures that emphasize proactive, instructive, and restorative approaches minimizing punitive consequences. Discipline practices primarily focus on shaping behavior as opposed to

Score

1 2 3 4

punishing behavior. The school only uses out-of-school suspension as a last resort and utilizes a systems-change approach to bring about a more restorative culture. The school is also characterized by strong and consistent school and classroom climates. The school reinforces positive behaviors and responds to misbehaviors in calm, respectful, and thoughtful ways, teaching students important social and emotional skills that enable them to get along with others, make responsible decisions, and focus on learning. When misbehavior occurs, the school seeks to understand the underlying reasons (root cause) in order to design a response that effectively changes student behavior using a menu of instructive, corrective and restorative responses.

5 Essentials Survey Results Supportive Environment.
 Misconduct data (Dashboard) - extremely low incidence and suspension rate.
 All staff have had restorative discipline PD
 PBIS Positive Behavior Incentives and Supports in place.
 Universal instruction in SEL skills.

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
 - A team meets regularly to organize systems that support a restorative environment.
 - Develop, reinforce, and model shared agreements and clear, positively stated expectations.
 - Well-managed routines and transitions maximize instructional time.
 - Engage families as partners.
 - Contact families frequently to inform them of positive student behavior and progress.
 - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
 - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
 - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
 - Use data to determine which behaviors should be retaught or more heavily reinforced.
 - Explicitly teach expected behavior and positively reinforce consistently school-wide.
 - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions.**
 - Support all staff to engage in restorative conversations and respond to behavior incidents in ways that de-escalate conflict, reteach expectations, build social & emotional skills, repair relationships, and cause minimal disruption to learning.
 - Support staff in understanding the impact of trauma on student behaviors and using trauma-sensitive approaches to discipline.
 - Identify clear disciplinary procedures for classroom-managed behaviors and office-managed behaviors. Develop a continuum of interventions and logical consequences that address the root cause of behavior and align to MTSS processes.
 - Ensure discipline systems minimize the use of punitive responses, including removing students from the classroom or school community.
 - Respond equitably to students in all subgroups. Implement processes that address and meet the needs of students who are impacted by behavior incidents.
 - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative processes.
 - Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers or staff.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested	✓ Misconduct data (Dashboard)
Evidence	✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2b. Managing Student Behavior 4c. Communicating with Families
CPS Performance Standards for School Leaders	C3. Staff/Student Behavior Aligned to Mission and Vision of School
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	CPS Restorative Practice Guide & Toolkit
✓	Guideline for Effective Discipline

Parent and Family Partnership:

All schools have authentic partnerships with parents or family members that lead to a sense of shared responsibility for the academic, physical, and social emotional development of their students. Through meaningful consultation with parents, these partnerships include creating an intentional process to foster and sustain school-wide procedures, programs, and activities which involve and empower parents or family members and are responsive to student and family's needs. Schools provide a variety of parent volunteer opportunities (both in and out of school) and leadership opportunities (ie - PACs, BACs and PLNs), which support school operations, instructional programs and community partnerships. Research shows that when families, schools and communities partner in promoting learning and healthy development for all students schools thrive and student outcomes increase. The development and implementation of effective outreach and communication strategies will be inclusive of all families and school staff, creating a two-way feedback loop process which will lead to an increase in the home-school connection to identify, problem-solve and design actions which target instructional and student programs.

Score

1 2 3 4

Teacher to parent communication regarding the curriculum can be improved
 Translation at various school meetings
 Distribution of LSC agenda in email bulletins
 Review dismissal routines.

Guide for Parent and Family Partnership

- Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.
- Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy or math events).
- Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback.
 - Respond to families' concerns and requests for information professionally and in a timely manner, providing resources and solutions to address the concerns.
- Solicit the support and engagement of families as partners in the instructional program (e.g. volunteering, working at home with their child, involvement in class and school projects in and out of school, and parent workshops).
 - Host events for parents to share with other parents how home and school complement each other.
 - Share best practices around learning and development with parents to support students at home.
 - Inform parents of grade level standards and expectations and grading policies with a clear description of what meeting the standard looks like.
 - Inform parents of attendance expectations and the impact of attendance on a student's trajectory.
 - Assist parents to volunteer in the school and/or participate on teams/committees.
 - Promote the use of **Parent Portal** and **Parent University** to connect and engage parents with school.
- Frequently communicate with families about class and individual activities and individual student's progress.
 - Regularly inform parents of their child's progress across all relevant measures: attendance, discipline, academics, social-emotional learning, and health and wellness.
 - Send regular, positive, personalized communication from a staff member.
 - Use a variety of consistent communication methods (e.g. calls, text, newsletter, website, face to face) sensitive to cultural norms and needs.
- Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.
 - School responses to student excessive absences and/or tardiness includes outreach to families.
- Provide proactive communication (e.g. parent handbook and resources).
- Partner equitably with parents speaking languages other than English.
 - Information is provided to parents in their native language.
 - Parent meetings scheduled with interpreters present to facilitate participation.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Examples of communication methods and content ✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc. ✓ Outreach efforts ✓ Documentation of responsiveness to Parent Support Center concerns raised ✓ Event agendas, flyers ✓ Fundraising activities and amounts (if applicable) ✓ How does the school honor and reflect the diversity of families including language and culture?
Measures	<ul style="list-style-type: none"> ✓ Five Essentials Score – Involved Families ✓ My Voice, My School Survey scores – outreach to parents, parent-teacher trust
Five Essentials	Involved Families
ATSS Framework	Family & Community Engagement
CPS Framework for Teaching	2c. Managing Classroom Procedures etc. Communication with Families
CPS Performance Standards for School Leaders	D1. Engages Families

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	Parent Support Centers
✓	Parent University
✓	Parent Portal

School Excellence Framework Priorities

Score Framework dimension and category

Area of focus 0= Not of focus

3 Culture of & Structure for Continuous Improvement: Instructional Leadership Team

1	2	3	4	5	0
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3 Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility

1	2	3	4	5	0
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3	Culture of & Structure for Continuous Improvement: Professional Learning	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Quality Teaching: Instruction	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Student Learning: Curriculum	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Student Learning: Instructional Materials	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Culture for Learning	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1	2	3	4	5	⊘
4	Culture of & Structure for Continuous Improvement: Aligned Resources	1	2	3	4	5	⊘
4	Expectations for Quality & Character of School Life: Parent and Family Partnership	1	2	3	4	5	⊘
4	Expectations for Quality & Character of School Life: Relational Trust	1	2	3	4	5	⊘
4	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1	2	3	4	5	⊘
4	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	⊘

Goals

Required metrics (Elementary)

18 of 18 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
National School Growth Percentile - Reading					
Historically students have scored between the high 60's and low 70's. This past year students at Belding performed in the mid 80's. Goals in the 80's are realistic goals for students at Belding.	68.00	85.00	62.00	80.00	82.00
National School Growth Percentile - Math					
Historically students have scored between the high 60's and low 70's. This past year students at Belding performed in the mid 80's. Goals in the 80's are realistic goals for students at Belding.	18.00	83.00	62.00	78.00	80.00
% of Students Meeting/Exceeding National Ave Growth Norms					
Due to high attainment, we expect an impact on growth. However, we expect that over half of students will meet/exceed growth targets.	49.10	67.50	60.00	60.00	60.00
African-American Growth Percentile - Reading					

Belding does not have a large enough subgroup, however we expect over half our students to meet growth targets.

(Blank)	(Blank)	60.00	60.00	60.00
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Hispanic Growth Percentile - Reading

Due to high attainment, we expect an impact on growth. However, we expect that over half of students will meet/exceed growth targets.

70.00	87.00	55.00	60.00	60.00
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English Learner Growth Percentile - Reading

In lieu of accurate data, we expect over half our students to meet growth targets.

(Blank)	(Blank)	55.00	58.00	60.00
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Diverse Learner Growth Percentile - Reading

In lieu of accurate data, we expect approximately half our diverse learner population will meet their growth targets.

99.00	(Blank)	40.00	45.00	50.00
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African-American Growth Percentile - Math

Belding does not have a large enough subgroup, however we expect over half our students to meet growth targets.

(Blank)	(Blank)	55.00	60.00	60.00
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Hispanic Growth Percentile - Math

Due to high attainment, we expect an impact on growth. However, we expect that over half of students will meet/exceed growth targets.

13.00	81.00	55.00	60.00	60.00
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English Learner Growth Percentile - Math

In lieu of accurate data, we expect approximately half our EL population will meet their growth targets.

(Blank)	(Blank)	55.00	60.00	60.00
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Diverse Learner Growth Percentile - Math

In lieu of accurate data, we expect approximately half our EL population will meet their growth targets.

(Blank)	(Blank)	40.00	40.00	45.00
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National School Attainment Percentile - Reading (Grades 3-8)

Historically students have scored between the high 70's and mid 80's. This past year students at Belding performed in the high 80's. Goals in the 80's are realistic goals for students at Belding.

73.00	87.00	74.00	80.00	82.00
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National School Attainment Percentile - Math (Grades 3-8)

Historically students have scored between the high 50's and low 70's. This past year students at Belding performed in the low 70's. Goals in the mid 70's are realistic goals for students at Belding.

58.00	71.00	78.00	75.00	78.00
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National School Attainment Percentile - Reading (Grade 2)

Historically students have scored in the high 90's. This past year students at Belding performed in the high 90's. Goals in the high 80's are realistic goals for students at Belding.

93.00	90.00	98.00	85.00	89.00
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National School Attainment Percentile - Math (Grade 2)

Historically students have scored between the high 70's and mid 80's. This past year students at Belding performed in the mid 80's. Goals in the high 80's are realistic goals for students at Belding.

79.00	85.00	98.00	85.00	89.00
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% of Students Making Sufficient Annual Progress on ACCESS

In lieu of accurate data, we expect approximately half our EL population will make sufficient progress on ACCESS.	38.60	(Blank)	60.00	60.00	60.00
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Average Daily Attendance Rate

With the transit rate of over 20%, and with a global population that travels a lot. Belding expects that 95% is a reasonable goal.	95.30	95.20	95.00	95.00	95.00
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My Voice, My School 5 Essentials Survey

All Green - increases in Supportive Environment and Ambitious Instruction	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
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Custom metrics

0 of 0 complete

2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
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Strategies

Strategy 1

If we do...

...then we see...

...which leads to...

increase the rigor of tasks and activities in the Belding curriculum map	classrooms filled with greater student engagement, more cognitively challenging tasks, and greater coherence K-8 of curriculum and instruction	greater student engagement, increased rating on the 5 Essentials survey (ambitious instruction), and steady attainment of Level 1 or 1+ rating each year
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Tags:

Academic expectations, Curriculum maps, Rigorous instruction, Rigorous task, Rigorous assessment

Area(s) of focus:

1, 2

Action step

Responsible

Timeframe

Status

Teachers given specific freed planning time and a structure for collaboration to design and revise units to study to increase rigor of tasks and assessments and to offer greater opportunities for students to engage in authentic work for real audiences. Teachers will be asked to increase the integration of studies across curriculum areas (interdisciplinary units of study). UBD 101 and 102 training offered as well as curriculum design summer workshops.	Principal, Assistant Principal and ILT	Jul 1, 2018 to Jun 28, 2019	Not started
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Interdisciplinary units, Unit planning, Understanding by design

Coaching of teachers on curriculum design, helping teachers to identify and fix gaps in the curriculum map scope and sequence and to increase academic rigor of units of study.	Principal and Assistant Principal	Jun 21, 2018 to May 29, 2020	Not started
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Curriculum mapping

Develop and use protocols for teachers to reflect on the cognitive demand asked of students for the tasks and assessments of each unit of study, and time to revise and increase rigor of assessments and tasks using the Hess Matrix. Professional development on Hess' Cognitive Rigor Matrix and time for teachers to revise units using the matrix.	ILT	Jul 1, 2018 to May 29, 2020	Not started
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Unit planning, Rigorous instruction

Develop aligned assessment and grading practices for Reading, Writing and Social Studies	ILT	Aug 1, 2018 to Dec 31, 2019	Not started
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Assessment, Balanced grading and assessment

Teachers will increase opportunities for students to improve their work (critique and revision) by giving feedback and opportunities for revision in all units of study, across K-8 grades and all subjects. Professional development and modeling will be offered for strategies in critique and revision.	ILT and teachers	Aug 20, 2018 to Jun 19, 2020	Not started
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Rigorous tasks, Revision, Critique

Develop units of study to address Nutrition and Wellness standards	Wellness Committee, PE teacher, Dance teacher	Jul 2, 2018 to Aug 30, 2018	Not started
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Student Health & Wellness, Nutrition

Professional Development on Understanding by Design "Thinking Like an Assessor and Aligning Stage 1 and 2" so that teachers will create and revise units of study to include multiple measures of assessment with strong alignment between outcomes and assessments (Stages 1 and 2) for each unit plan. Professional development will Incorporate best practices from the CPS "Assessment Toolkit"	Principal	Oct 1, 2018 to Mar 1, 2019	Not started
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Curriculum Design, Assessment design

Continue and increase the practice of giving teachers time during meetings for looking together at student work--common scoring and grading (calibrating and refining rubrics). Develop protocols to analyze results and develop plans for best supporting sub groups of students including high achieving, struggling, ESL, and Diverse Learners.	Principal and ILT	Sep 3, 2018 to May 29, 2020	Not started
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Assessment, Common planning time, Common assessments

Every grade level will incorporate interdisciplinary African, African American Studies and Latino and Latin American studies curriculum resources into their curriculum map at least once each year.	ILT	Jul 2, 2018 to May 31, 2019	Not started
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Social studies, Curriculum maps

Belding 6th - 8th grade teachers will receive IB training from CPS to begin the MYP program in the fall of 2019	CPS IB and IB Coordinator	Aug 19, 2019 to Jun 26, 2020	Not started
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Ib, Curriculum maps

Belding teachers will participate in peer observations at Belding and at other schools that help us develop more rigorous tasks and activities.	ILT	Aug 27, 2018 to Jun 26, 2020	Not started
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Professional development, Peer observation

Strategy 2

If we do...

Increase funding allocation, staffing and scheduled time for ESL and struggling students

...then we see...

more effective and efficient deployment of support to teach, progress monitor, and adjust the interventions with struggling students

...which leads to...

more ESL and struggling students moved from off-task metrics to on-task metrics more quickly

Tags:
English Learners, Budget, Multi-tiered support systems, Staffing

Area(s) of focus:
3

Action step	Responsible	Timeframe	Status
Designate an MTSS coordinator on staff who will be in charge of: scheduling, diagnostics with Tier 3 students, monitoring the individualized plans and progress monitoring for Tier 3 struggling students , and coordinating referrals for evaluation for special education (including ESL students).	Principal	Jul 1, 2018 to Jun 28, 2019	On-Track

Multi-tiered support systems

Review intervention tools and make adjustments/ improvements as indicated by review. Revise our Belding menu of Tier 2 and Tier 3 interventions and progress monitoring tools and ensure all staff have access to these tools.	MTSS coordinator or ILT	Aug 1, 2018 to Jun 26, 2020	Not started
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Multi-tiered support systems, Curriculum review

Dramatically increase communication with the parents of struggling students (to bi-weekly) to build partnership and to coach parents in supporting their children at home.	Teachers and MTSS coordinator	Aug 31, 2018 to Jun 26, 2020	Not started
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Parent partnerships, Multi-tiered support systems

Behavioral Health Team will meet weekly to review students referred for Tier 2 and 3 Behavior supports and manage Tier 2 and 3 behavioral and emotional supports. The BHT will provide coaching and regular check ins for every staff who has Tier 2/3 behavior students to ensure that the process of supporting struggling students is done with fidelity.	Assistant Principal and Counselor	Aug 31, 2018 to Jun 26, 2020	On-Track
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Behavior supports

Attendance will be reviewed on a monthly basis by the Administrative Team and various strategies will be used to increase student attendance including: Nudge letters, parent conferences and attendance contracts, Check In Check Out with designated students	Leadership Team	Aug 31, 2018 to Jun 26, 2020	Not started
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Attendance, Attendance contracts, Attendance rate

Develop and implement a more systematic problem-solving protocol for struggling students including diagnostic assessments, targeted interventions and progress monitoring/ adjustments to better tailor interventions for struggling students. MTSS coordinator will offer coaching and regular check ins for every staff member to ensure that the process of supporting struggling students is done with fidelity.	MTSS coordinator, Principal and Case Manager	Aug 1, 2018 to Jun 30, 2020	Not started
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MTSS, Problem solving process, Rti

Strategy 3

If we do...

Align the Belding social studies curriculum (K-8) to the Illinois Social Science Standards and employ civic engagement best practices.

...then we see...

Students becoming more informed and active citizens by engaging in discussion about current and controversial issues and increased participation in student voice and service learning opportunities.

...which leads to...

Increased My Voice My School rating in the area of Supportive Environment and Ambitious Instruction.

Tags:

Social studies, Curriculum maps, Student voice, engagement, & civic life

Area(s) of focus:

4

Action step	Responsible	Timeframe	Status
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Hold summer Summit/ Professional Development on the Illinois Social Science Standards and provide and pay teachers for the time to re-write and align the Social Studies units. Ensure that every grade level includes all Civics Standards. Teachers will redesign units so that they are fully aligned to the ISBE Social Studies standards. Review and update Belding Agreements on Social Studies.	Principal and ILT	Jun 30, 2018 to Aug 31, 2018	Not started
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Curriculum Design, Curriculum

Review and adopt new social studies curriculum resources.	ILT	Jul 2, 2018 to May 31, 2019	On-Track
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Social studies, Curriculum maps, Instructional resources

Conduct staff professional development on discussion techniques. Teachers will develop questioning, debate, and discussion strategies so that there is greater depth of student engagement in deeper discussions of complex issues.	Principal and ILT	Aug 20, 2018 to May 31, 2019	Not started
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Professional development, Discussion

Identify Civic Engagement & Student Voice Best Practices and the ILT and SEL teams will develop a professional learning cycle to share with staff in professional development or team meetings and give teachers opportunities to put these strategies into practice. Provide teachers with service learning training including the basics of "what is service learning, why is it important, and how do I connect service learning into my curriculum?" Pioneer teachers will lead this training for other teachers.	ILT and SEL	Jun 25, 2018 to Jun 21, 2019	Not started
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Student voice, engagement, & civic life, Instruction strategy c

Develop greater opportunities for students to have leadership and voice at Belding School, including establishing more school-wide jobs for students (leading tours, caring for the garden, being in charge of "crews")	SEL committee	Aug 31, 2018 to May 29, 2020	Not started
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Leadership and collective responsibility, Student voice, engagement, & civic life

Connect with local civic leaders and invite them into the school to be guest speakers or take students to visit them to connect student learning with our community	Teachers, ILT	Aug 31, 2018 to Jun 26, 2020	Not started
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Civic life

Action Plan

Strategy 1

NOT STARTED

Coaching of teachers on curriculum design, helping teachers to identify and fix gaps in the curriculum map scope and sequence and to increase academic rigor of units of study."

Jun 21, 2018 to May 29, 2020 - Principal and Assistant Principal

Status history



NOT STARTED

Jun 21, 2018
Evidence

NOT STARTED

Teachers given specific freed planning time and a structure for collaboration to design and revise units to study to increase rigor of tasks and assessments and to offer greater opportunities for students to engage in authentic work for real audiences. Teachers will be asked to increase the integration of studies across curriculum areas (interdisciplinary units of study). UBD 101 and 102 training offered as well as curriculum design summer workshops."

Jul 01, 2018 to Jun 28, 2019 - Principal, Assistant Principal and ILT

Status history



Jun 21

NOT STARTED

Jun 21, 2018

Evidence

Unit plans with revised tasks, assessments and real world learning. ILT will arrange for Professional Development to support teachers in this curriculum work.

NOT STARTED

Develop and use protocols for teachers to reflect on the cognitive demand asked of students for the tasks and assessments of each unit of study, and time to revise and increase rigor of assessments and tasks using the Hess Matrix. Professional development on Hess' Cognitive Rigor Matrix and time for teachers to revise units using the matrix."

Jul 01, 2018 to May 29, 2020 - ILT

Status history



Jun 21

NOT STARTED

Jun 21, 2018

Evidence

Unit plans with revised tasks and assessments, increased rigor using Hess Matrix

NOT STARTED

Develop aligned assessment and grading practices for Reading, Writing and Social Studies"

Aug 01, 2018 to Dec 31, 2019 - ILT

Status history



Jun 21

NOT STARTED

Jun 21, 2018

Evidence

Specific assessment and grading guidelines developed for each subject area at Belding (similar to Math guidelines)

NOT STARTED

Teachers will increase opportunities for students to improve their work (critique and revision) by giving feedback and opportunities for revision in all units of study, across K-8 grades and all subjects. Professional development and modeling will be offered for strategies in critique and revision."

Aug 20, 2018 to Jun 19, 2020 - ILT and teachers

Status history



Jun 21

NOT STARTED

Jun 21, 2018

Evidence

Revised units with specific times for students to critique and revise

NOT STARTED

Develop units of study to address Nutrition and Wellness standards"

Jul 02, 2018 to Aug 30, 2018 - Wellness Committee, PE teacher, Dance teacher

Status history

Jun 21

NOT STARTED

Jun 21, 2018

Evidence

Units of study in unitplanner

NOT STARTED

Professional Development on Understanding by Design "Thinking Like an Assessor and Aligning Stage 1 and 2" so that teachers will create and revise units of study to include multiple measures of assessment with strong alignment between outcomes and assessments (Stages 1 and 2) for each unit plan. Professional development will Incorporate best practices from the CPS "Assessment Toolkit"

Oct 01, 2018 to Mar 01, 2019 - Principal

Status history

Jun 21

NOT STARTED

Jun 21, 2018

Evidence

Aligned units of study

NOT STARTED

Continue and increase the practice of giving teachers time during meetings for looking together at student work--common scoring and grading (calibrating and refining rubrics). Develop protocols to analyze results and develop plans for best supporting sub groups of students including high achieving, struggling, ESL, and Diverse Learners."

Sep 03, 2018 to May 29, 2020 - Principal and ILT

Status history

Jun 21

NOT STARTED

Jun 21, 2018

Evidence

Protocols, Revised grading rubrics. Agendas from team meetings.

NOT STARTED

Every grade level will incorporate interdisciplinary African, African American Studies and Latino and Latin American studies curriculum resources into their curriculum map at least once each year."

Jul 02, 2018 to May 31, 2019 - ILT

Status history

Jun 21

NOT STARTED

Jun 21, 2018

Evidence

Revised units of study

NOT STARTED

Belding 6th - 8th grade teachers will receive IB training from CPS to begin the MYP program in the fall of 2019"

Aug 19, 2019 to Jun 26, 2020 - CPS IB and IB Coordinator

Status history

Jun 21

NOT STARTED

Jun 21, 2018

Evidence

Revised units of study

NOT STARTED

Belding teachers will participate in peer observations at Belding and at other schools that help us develop more rigorous tasks and activities."

Aug 27, 2018 to Jun 26, 2020 - ILT

Status history

Jun 21

NOT STARTED

Jun 21, 2018

Evidence

Schedules of Peer observations and debriefing

Strategy 2

ON-TRACK

Designate an MTSS coordinator on staff who will be in charge of: scheduling, diagnostics with Tier 3 students, monitoring the individualized plans and progress monitoring for Tier 3 struggling students , and coordinating referrals for evaluation for special education (including ESL students)."

Jul 01, 2018 to Jun 28, 2019 - Principal

Status history

Jun 21

ON-TRACK

Jun 21, 2018

Evidence

MTSS coordinator role up and running by a staff member at Belding

NOT STARTED

Review intervention tools and make adjustments/ improvements as indicated by review. Revise our Belding menu of Tier 2 and Tier 3 interventions and progress monitoring tools and ensure all staff have access to these tools."

Aug 01, 2018 to Jun 26, 2020 - MTSS coordinator or ILT

Status history

Jun 21

NOT STARTED

Jun 21, 2018

Evidence

Rationale and use for each tool is clearly understood by each user and new intervention tools have been added to our portfolio of tools

NOT STARTED

Dramatically increase communication with the parents of struggling students (to bi-weekly) to build partnership and to coach parents in supporting their children at home."

Aug 31, 2018 to Jun 26, 2020 - Teachers and MTSS coordinator

Status history

Jun 21

NOT STARTED

Jun 21, 2018

Evidence

parent communication logs in MTSS application

ON-TRACK

Behavioral Health Team will meet weekly to review students referred for Tier 2 and 3 Behavior supports and manage Tier 2 and 3 behavioral and emotional supports. The BHT will provide coaching and regular check ins for every staff who has Tier 2/3 behavior students to ensure that the process of supporting struggling students is done with fidelity."

Aug 31, 2018 to Jun 26, 2020 - Assistant Principal and Counselor

Status history

Jun 21

ON-TRACK

Jun 21, 2018

Evidence

BHT agendas and logs of student interventions

NOT STARTED

Attendance will be reviewed on a monthly basis by the Administrative Team and various strategies will be used to increase student attendance including: Nudge letters, parent conferences and attendance contracts, Check In Check Out with designated students"

Aug 31, 2018 to Jun 26, 2020 - Leadership Team

Status history

Jun 21

NOT STARTED

Jun 21, 2018

Evidence

Attendance rate at 95% or higher.

NOT STARTED

Develop and implement a more systematic problem-solving protocol for struggling students including diagnostic assessments, targeted interventions and progress monitoring/ adjustments to better tailor interventions for struggling students. MTSS coordinator will offer coaching and regular check ins for every staff member to ensure that the process of supporting struggling students is done with fidelity."

Aug 01, 2018 to Jun 30, 2020 - MTSS coordinator, Principal and Case Manager

Status history

Jun 21

NOT STARTED

Jun 21, 2018

Evidence

Protocols and processes established and published in staff handbook

Strategy 3

NOT STARTED

Hold summer Summit/ Professional Development on the Illinois Social Science Standards and provide and pay teachers for the time to re-write and align the Social Studies units. Ensure that every grade level includes all Civics Standards. Teachers will redesign units so that they are fully aligned to the ISBE Social Studies standards. Review and update Belding Agreements on Social Studies."

Jun 30, 2018 to Aug 31, 2018 - Principal and ILT

Status history

Jun 21

NOT STARTED

Jun 21, 2018

Evidence

Aligned units of study in Unitplanner which teach ALL ISBE social studies standards including Civics. Professional Developmente Agendas .

ON-TRACK

Review and adopt new social studies curriculum resources."

Jul 02, 2018 to May 31, 2019 - ILT

Status history

Jun 21

ON-TRACK

Jun 21, 2018

Evidence

Curriculum resources in place for all grade levels K-8

NOT STARTED

Conduct staff professional development on discussion techniques. Teachers will develop questioning, debate, and discussion strategies so that there is greater depth of student engagement in deeper discussions of complex issues."

Aug 20, 2018 to May 31, 2019 - Principal and ILT

Status history



Jun 21

NOT STARTED

Jun 21, 2018

Evidence

Teachers using greater depth of questioning, students engaging in deeper discussions of complex issues.

NOT STARTED

Identify Civic Engagement & Student Voice Best Practices and the ILT and SEL teams will develop a professional learning cycle to share with staff in professional development or team meetings and give teachers opportunities to put these strategies into practice. Provide teachers with service learning training including the basics of "what is service learning, why is it important, and how do I connect service learning into my curriculum?" Pioneer teachers will lead this training for other teachers."

Jun 25, 2018 to Jun 21, 2019 - ILT and SEL

Status history



Jun 21

NOT STARTED

Jun 21, 2018

Evidence

Teachers using strategies and best practices as observed in formal and informal observations.

NOT STARTED

Develop greater opportunities for students to have leadership and voice at Belding School, including establishing more school-wide jobs for students (leading tours, caring for the garden, being in charge of "crews")"

Aug 31, 2018 to May 29, 2020 - SEL committee

Status history



Jun 21

NOT STARTED

Jun 21, 2018

Evidence

Higher ratings in the 5 Essentials Survey Supportive Environment

NOT STARTED

Connect with local civic leaders and invite them into the school to be guest speakers or take students to visit them to connect student learning with our community"

Aug 31, 2018 to Jun 26, 2020 - Teachers, ILT

Status history



Jun 21

NOT STARTED

Jun 21, 2018

Evidence

Guest speaker and field trip records.

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

By checking the above box, the school is verifying that the attendance center complies with the statement regarding the use of SGSA funds:

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an approved plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of these students attending the attendance center.
3. The attendance center's plan is approved by the LSC and CPS.
4. SGSA funded activities fall within the allowable program categories: early childhood education, reduced class size, enrichment programs, remedial assistance, attendance improvement, and other educationally beneficial expenditures which supplement the regular programs as determined by the Illinois state board of education.
5. SGSA Funds supplement and do not supplant non-categorical and other categorical funds allocated to the attendance center.
6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.
7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

ESSA Program

ESSA Schoolwide Program

(Not available to schools receiving NCLB funds for the first time) [Title I/SW].

The school annually reviews the schoolwide plan/program. The schoolwide program plan is available to CPS, parents, and the public, and the information in the plan is in an understandable and uniform format, and to the extent practicable in a language the parents can understand.

ESSA Targeted Assistance Program Title I funded staff participate in the school's general professional development and school planning activities. Title I funded staff assume limited duties that are assigned to similar personnel including duties beyond the classroom, or that do not benefit Title I students, as long as the amount of time spent on such duties is the same proportion of the total work time with respect to similar staff.

Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the ESSA reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

Parent and Family Plan

Parent and Family Engagement Policy

Complete

Schools must involve parents and family in the joint development and periodic review and revision of the ESSA, Title I school parental and family engagement plan and policy, and in the process of school review and improvement. Please describe how this will be accomplished.

During a summer planning meeting, leadership and members of the parent organizations at Belding will review the parent involvement plans and the parent compact. Currently we meet monthly and hold all parent meetings back to back: Belding Parent Group/ Friends of Belding, NCLB PAC and LSC. The bilingual advisory group prefers to meet separately. We plan to review our parent involvement plans, making adjustments and planning for improvements for the next academic year.

The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also offer a number of additional parental and family engagement meetings, including school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

We hold an annual Back to Belding night in August each year. At this meeting the principal will give an overview of parent involvement at Belding and the Belding parent groups (BPG/ FOB, PAC and BAC). We will announce and send flyers for our annual organization meeting (held September 14, 2016) inviting parents to be involved in planning for parent involvement. At the Back to Belding night and at the annual meeting (September 14, 2016), parents will receive the parent compact, meeting dates and times, invitations to participate in the parent groups, and invitations to participate in parent training opportunities. Regular reminders of these opportunities will be sent through the weekly newsletters, the school e-mail list, and the school web site. We also use Facebook to communicate news for parents.

At the request of parents and family members, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for

parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.

At the Back to Belding night and at the September annual parent meeting, information will be given to parents about the curriculum, the assessment tools we use to measure student progress (F&P reading level or Lexiles, NWEA MAP, ACCESS, etc.) and the proficiency levels students are expected to meet. We will overview the Title One and SGSA expenditures at the school.

Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading. Please describe how this will be accomplished.

Triennially, parents are send benchmark results (BAS and NWEA) results in reading and math. PARCC results are sent home as soon as they are available.

Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks. Please describe how this will be accomplished.

Per NCLB guidelines, written notifications will be sent to parents when their child is taught by a teacher who is not highly qualified.

Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.

At Grade Level Curriculum Nights, teachers will offer workshops for parents explaining the academic content standards (state and Common Core), achievement tests, and how to monitor their child's progress with Parent Portal and regular communication with the teachers.

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

Information is provided to parents through the school web site, monthly newsletters, and weekly emails. Parents are provided information on how to use the parent portal, and at grade-level curriculum nights parents learn how to help their children improve academic achievement. Parent involvement opportunities are also discussed at the monthly parent meetings.

Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate and work with, parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members. Please describe how this will be accomplished.

At Belding, all of the staff value parent contributions and effectively reach out to, communicate with and work with parents. The Belding principal and mentor teachers will educate all new staff members in how to build these ties with parents. At annual Professional Development, a short session on utilizing parent volunteers will be presented to all staff.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents and families in more fully participating in their children's education. Please describe how this will be accomplished.

The parents of preschool students who attend Belding are invited to attend all parent meetings and events at Belding.

Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.

To the extent possible, essential communication is translated into home languages. Documents translated include report cards, progress reports, and key letters. At Belding School more than 20 different languages are spoken by our families, and it is not feasible to translate into every language every document.

Policy Implementation Activities

The LSC will approve the school improvement plan and monitor the CIWP.

In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.

The school will coordinate the parent and family engagement programs identified in the CIWP.

The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.

Explain why any of the boxes above are unchecked: (type "n/a" if all are checked)

All boxes are checked.
N/A

School-Parent Compact

Complete

The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)

Our Vision: Joyful, inquisitive learners who care for and contribute to our community.

Our Mission: The Belding community works and dreams together to inspire, cultivate and engage the hearts and minds of our diverse students, families and staff.

The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.

Bi-annual report card conferences in November and April. Back to Belding and Grade Level Curriculum Nights in August and September.

The school will provide parents with frequent reports on their children's progress. Describe when and how the school will provide reports to parents.

Quarterly progress reports and tri-ennial benchmark assessment reports.

The school will provide parents access to staff. Describe when, where and how staff will be available for consultations with parents.

Parents will be given staff e-mail addresses. Parents may also call the school and request a meeting which will be arranged when the teachers are not teaching (usually before or after school).

The school will provide parents opportunities to volunteer and participate in their children's classes. Describe how and when parents and family members may volunteer, participate, and observe classroom activities.

At Belding there are three routes to volunteering in classes: 1) parents may participate in BPG/FOB activities which involve classroom volunteering. By attending parents meetings, parents will receive invitations to volunteer with special projects or activities. 2) Each teacher extends an opportunity for parents to volunteer regularly or for special class events. These opportunities are communicated at Back to Belding night and through emails and weekly class newsletters. 3) Some parents approach the office directly and offer to volunteer. The principal and AP make connections between parents and teachers if help is needed.

The parents will support their children's learning. Describe how the parents will assist learning (i.e. monitoring attendance, homework completion).

Belding parents will support their children's learning in the following ways:

- My child will read with an adult or be encouraged to read independently each day.
- My child will complete all homework assignments given by school instructors and will be encouraged to ask for help when it is needed.
- My child will arrive at school on time, well rested, and prepared for a full day of instruction and learning.
- My child will treat teachers and fellow classmates with respect and compassion. I will make positive behavior the expectation in my household.
- My child will graduate from high school and will understand the importance of a strong education in determining future success.
- I will encourage my child to dream big and always give 100 percent effort.
- I will treat my child's teachers as a valuable resource and work with them to support academic improvement and classroom behavior expectations.
- I will monitor my child's academic growth and stay as involved as possible in my child's education. I will let the teacher know right away if I notice any problems.

The parents will participate in decisions relating to the education of their children. Describe when, where and how parents will consult with the school.

Belding parents will participate in decisions relating to the education of their children by attending the monthly Parent Meetings (LSC, BPG/ FOB, NCLB PAC).

The students will share the responsibility for improved student academic achievement. Describe how the students will assure academic achievement (i.e. good attendance, positive attitude, class preparation).

Belding students will share the responsibility to improve their academic achievement by:

- Doing homework every day and asking for help when needed
- Reading at least 30 minutes every day outside of school time.
- Giving to my parents or guardians all notices and information received by me from the school every day.

Goals: Indicate goals, timeline of activities and training topics that are designed to assist parents and families with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental and family engagement involvement; specify your goals.

Increase parent involvement and capacity for supporting students in academic achievement and social emotional health

Allocate your Mandated Title 1 Parent and Family Engagement Funds to support your Parent and Family Engagement Program.

Account(s)	Description	Allocation
51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ Amount .00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ 161 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 387 .00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$ 1000 .00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ Amount .00
<p>54205</p>	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ Amount .00
<p>54565</p>	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$ Amount .00
<p>53510</p>	Postage Must be used for parent and family engagement programs only.	\$ Amount .00
53306	Software Must be educational and for parent use only.	\$ Amount .00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	\$ Amount .00

